

Comparing Numbers : Maths : Year 4 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To order and compare three-, four- and five-digit numbers.	Children will recap the value of each digit in three- and four-digit numbers before exploring the value of each digit in a five-digit number. Children will learn to partition five-digit numbers to identify the value of each digit. Children are also challenged to add 10, 100 or 1000 to a three-, four- or five-digit number.	<ul style="list-style-type: none"> Can children identify the value of digits in three-digit numbers? Can children identify the value of digits in four-digit numbers? Can children identify the value of digits in five-digit numbers? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Picture Cards 1A/1B Number Cards 1A/1B/1C (FSD? activity only) Question Cards 1A/1B/1C (FSD? activity only)
Lesson 2	To understand and use less than and greater than signs.	Children will recap what the 'greater than' and 'less than' symbols and use these correctly in number statements to compare four- and five-digit numbers. Children will use place value knowledge to fill in missing digits in numbers to make statements with the < and > symbols correct. They will identify correct and incorrect equations that include these symbols.	<ul style="list-style-type: none"> Can the children compare four-digit numbers? Can they compare four-digit numbers using the greater than and less than symbols? Can they compare all numbers using the correct mathematical symbol? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Equation Cards 2A/2B (FSD? activity only)
Lesson 3	To order and compare four- and five-digit numbers.	Children will order three-, four- and five-digit numbers, using the context of measures, including money, weights and distances.	<ul style="list-style-type: none"> Can the children order three-digit numbers? Can they order four-digit numbers? Can they order all numbers up to five digits? 	<ul style="list-style-type: none"> Slides Whiteboards Worksheet 3A/3B/3C Challenge Cards (FSD? activity only) Access to internet (FSD? activity only)
Lesson 4	To order and compare three-, four- and five-digit numbers.	Children will order increasingly large sets of three-, four- and five-digit numbers. They will identify the value of each digit in a number to help them and reinforce reading and writing larger numbers in words and numerals.	<ul style="list-style-type: none"> Can the children order three-digit numbers? Can they order four-digit numbers? Can they order all numbers with up to five digits? 	<ul style="list-style-type: none"> Slides Whiteboards Worksheet 4A/4B/4C Number Cards 4A/4B Large sheets of paper A5 paper (FSD? activity only) Felt-tip pens (FSD? activity only)
Lesson 5	To be able to count backwards through zero into negative numbers.	Children will start by adding and taking away 1000 from given three-, four- and five-digit numbers. They will then look at negative numbers, learning how to count on and back across zero and how to work out the different between a positive and negative integer.	<ul style="list-style-type: none"> Can children find 1000 more or less than a given number? Do children understand what negative numbers are? Can children count backwards through zero into negative numbers? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Calculation Cards 5A/5B (FSD? activity only) Hundred Square (FSD? activity only) Number Line Cards (FSD? activity only)

Methods of Addition : Maths : Year 4 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to use the expanded method to solve addition problems, using approximation first.	Children will round three-digit numbers to the nearest hundred and add them together to find approximate answers. They will recap how to use the expanded method to solve addition problems and use their approximations to check for accuracy.	<ul style="list-style-type: none"> • Can the children approximate? • Can they use partitioning to answer a calculation? • Can the children use a standard vertical method to answer a calculation? 	<ul style="list-style-type: none"> • Slides • Number Cards 1A/1B/1C • Challenge Sheet (FSD? activity only)
Lesson 2	To be able to solve addition calculations using vertical addition.	Children will compare the vertical addition method with the expanded method to identify similarities and differences. They will recap how to use column addition to add two three-digit numbers. Higher-ability children will start to add four-digit numbers.	<ul style="list-style-type: none"> • Can children use vertical addition to solve addition calculations that do not need carrying? • Can children use vertical addition solve calculations that involve carrying? • Can children find an approximate answer before solving a problem? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Digit Cards • Addition Web 2A/2B/2C (FSD? activity only)
Lesson 3	To be able to choose an appropriate method to solve an addition calculation.	Children will explore the adjustment method to help them solve addition problems mentally. They will then choose an appropriate method for a variety of addition calculations.	<ul style="list-style-type: none"> • Can the children add three-digit numbers using an informal written method? • Can they add three-digit numbers using the standard written method? • Can they add three-digit numbers mentally? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Addition Cards 3A/3B (FSD? activity only)
Lesson 4	To be able to choose an appropriate mental or written method to solve an addition calculation.	Children will solve increasingly difficult addition questions, moving into adding four-digit numbers and three three-digit numbers. Children will choose an appropriate mental, informal or formal method to solve a problem, based on the calculation.	<ul style="list-style-type: none"> • Can the children add three-digit numbers using an informal written method? • Can they add three-digit numbers using the formal written method? • Can they add three-digit numbers mentally? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B/4C • Challenge Sheet 4A/4B/4C (FSD? activity only)
Lesson 5	To assess understanding of methods of addition.	Children will consolidate their learning and recap what they have learnt about addition methods. They will solve a variety of word problems, choosing an appropriate method and checking their answers using approximations. They will solve addition problems and investigations, using mental methods wherever possible.	<ul style="list-style-type: none"> • Can the children add three-digit numbers using an informal written method? • Can they add three-digit numbers using the standard written method? • Can they add three-digit numbers mentally? 	<ul style="list-style-type: none"> • Slides • Up the Wall 5A/5B/5C • Worksheet 5A/5B (FSD? activity only) • Spinner or ten-sided dice (FSD? activity only)

Methods of Subtraction : Maths : Year 4 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to use the equals addition method to solve subtraction problems.	Children will learn how to use the equals addition method to help them solve subtraction problems mentally or with informal jottings. They will explore different ways of using the equals addition method to make the calculation easiest to solve. Children will check their calculations using the inverse.	<ul style="list-style-type: none"> Can children use the equals addition method to solve TO-TO calculations? Can children use the equals addition method to solve HTO-TO calculations? Can children use the equals addition method to solve HTO-HTO calculations? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Sometimes, Always, Never Cards (FSD? activity only)
Lesson 2	To be able to use the decomposition method to solve subtraction problems.	Children will learn how to use the decomposition method to solve subtraction problems. They will recap how to partition a number, then will arrange the decomposed numbers vertically. They will be introduced to the idea of exchanging, using apparatus to demonstrate this.	<ul style="list-style-type: none"> Can children partition a number accurately? Can children use the decomposition method to solve subtraction problems without exchanging? Can children use the decomposition method to solve subtraction problems that include exchanging? 	<ul style="list-style-type: none"> Slides Calculation Cards 2A/2B/2C Colour by Number sheets 2A/2B/2C Subtraction Maze 2A/2B (FSD? activity only)
Lesson 3	To be able to use a variety of methods to solve subtraction problems.	Children will link the decomposition, expanded and formal column methods of subtraction, noticing similarities and differences, and using their understanding of each method to relate to the others. Children will practise using all three methods to solve calculations. Children will solve problems that include exchanging.	<ul style="list-style-type: none"> Can children solve subtraction problems using the decomposition method? Can children solve subtraction problems using the expanded method? Can children solve subtraction problems using the formal column method? 	<ul style="list-style-type: none"> Slides Calculation Cards 3A/3B/3C Method Cards Help Card Worksheet 3A/3B (FSD? activity only)
Lesson 4	To be able to use the formal column method to solve subtraction problems.	Children will practise the formal column subtraction method, starting with three-digit numbers and extending to four- and five-digits if appropriate. Children will solve problems that include exchanging.	<ul style="list-style-type: none"> Can children use formal subtraction to solve three-digit subtraction problems? Can children use formal subtraction to solve four-digit subtraction problems? Can children use formal subtraction to solve subtraction problems that involve numbers of more than four digits? 	<ul style="list-style-type: none"> Slides Number Cards 4A/4B/4C Worksheet 4A or squared paper Calculation Cards 4A/4B (FSD? activity only)
Lesson 5	To be able to choose an appropriate method for solving subtraction problems.	Children will solve a variety of one- and two-step word problems relating to subtraction, choosing an appropriate method from the methods they have been using throughout the week. They will use the inverse to check their work.	<ul style="list-style-type: none"> Can children solve subtraction problems accurately using informal methods? Can children solve subtraction problems accurately using formal methods? Can children use approximations and the inverse to check their work? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Challenge Sheet 5A/5B (FSD? activity only)

Shape Angles: Maths : Year 4 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	Children will recap the names properties of a number of quadrilaterals, then explore ways in which compound shapes may be comprised of a number of different polygons, including triangles and quadrilaterals.	<ul style="list-style-type: none"> Can children compare, describe and organise groups of quadrilaterals according to their properties? Can children compare, describe and organise groups of triangles according to their properties? Can children visualise and draw accurately composite shapes comprised of quadrilaterals, triangles and other shapes? 	<ul style="list-style-type: none"> Slides Worksheets 1A/1B/1C 2-D Shape Word Mat (FSD? activity only)
Lesson 2	To identify acute and obtuse angles and compare and order up to two right angles by size.	Focussing on the angles inside shapes, children will explore the properties of a variety of polygons, then measure and label angles inside shapes (mainly acute, obtuse and right-angles, with one instance of a reflex angle inside a chevron).	<ul style="list-style-type: none"> Can children children place shapes on a straight line to help work out if its angles are acute, or obtuse? Do children know that certain types of quadrilateral and triangle will always have specific types of angle? Can children identify acute and obtuse angles inside a variety of shapes? 	<ul style="list-style-type: none"> Slides Worksheets 2A/2B/2C 2-D Shapes Poster/Table Mat Angle Hunt Results (FSD? activity only)
Lesson 3	To identify lines of symmetry in 2-D shapes presented in different orientations.	Children will identify vertical, horizontal and diagonal lines of symmetry inside shapes, using mirrors or tracing paper to check them. They will then draw compound shapes with one or more lines of symmetry.	<ul style="list-style-type: none"> Do children understand that some shapes have more than one line of symmetry? Can children find and draw lines of symmetry on a range of shapes? Can children use mirrors and/or tracing paper to find and check lines of symmetry? 	<ul style="list-style-type: none"> Slides Worksheets 3A/3B/3C Dictionaries Large sheets of paper or a roll of wallpaper (FSD? activity only)
Lesson 4	To recognise lines of symmetry including those not dissecting shapes.	Children will explore ways in which shapes and patterns drawn on squared paper can be reflected vertically, horizontally or diagonal across mirror lines that are either bisecting, touching or not touching the shape or pattern to be reflected.	<ul style="list-style-type: none"> Can children visualise reflections across horizontal, vertical and diagonal lines of symmetry? Can children count squares to work out reflections of shapes drawn on squared paper? Can children draw shapes and their reflections across lines of symmetry? 	<ul style="list-style-type: none"> Slides Worksheets 4A/4B/4C Tangram Sheet (FSD? activity only) Masking tape (FSD? activity only)
Lesson 5	To complete simple symmetrical figures with respect to specific lines of symmetry.	Children will explore ways in which more complex images, patterns and shapes can be reflected across one or two mirror lines, then create their own symmetrical patterns using a variety of resources.	<ul style="list-style-type: none"> Can children recognise lines of symmetry including those not dissecting shapes? Can children draw symmetrical patterns? Can children complete symmetrical figures with more than one line of symmetry? 	<ul style="list-style-type: none"> Slides Worksheets 5A/5B/5C Peg boards, Lego boards, rubber band boards, chequers boards etc. (FSD? activity only)

Measuring Weight : Maths : Year 4 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to choose and use standard metric units and their abbreviations when estimating.	Children will explore the relationship between grams and kilograms, and learn the abbreviations for these units of measurement. They will identify which objects around them would be best suited to being weighed in grams and which to kilograms before estimating and weighing objects using the appropriate unit of measurement.	<ul style="list-style-type: none"> • Can children make an appropriate estimate? • Can children measure in grams accurately? • Can children measure in kilograms and grams accurately? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Appropriate weighing scales and objects to weigh
Lesson 2	To be able to choose and use standard metric units and their abbreviations when estimating, measuring and recording weight.	Children will explore different ways of expressing the same weight, namely in grams, kilograms (decimals) and kilograms and grams. They will order weights and use correct abbreviations for grams and kilograms.	<ul style="list-style-type: none"> • Can the children convert grams to kilograms? • Can they use the correct abbreviations for kilograms and grams? • Can they express the weight using a decimal point? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Challenge Cards (FSD? activity only) • Weighing scales
Lesson 3	To be able to add and subtract weights, including decimals.	Children will explore different strategies for adding and subtracting weights, including kilogram weights with one decimal place, and two weights expressed in different units of measurement (necessitating the conversion of grams to kilograms and vice versa).	<ul style="list-style-type: none"> • Can children convert weights from kilograms to grams and vice versa? • Can children add weights together? • Can children find the difference between two weights? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Animal Weights sheet • Animal Cards (FSD? activity only) • Question Cards (FSD? activity only)
Lesson 4	To be able to solve problems involving weight.	Children will use a variety of operations to solve word problems relating to weight. They will need to identify what operation is needed and which unit of measurement the answer should be expressed in.	<ul style="list-style-type: none"> • Can children use the correct operations to solve the problems? • Can children solve problems and express the answer using the correct unit of measurement? • Can children check their answers for accuracy? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B/4C • Parcel Cards A/B (FSD? activity only) • Variety of boxes and objects to fill them (FSD? activity only) • Parcel paper (FSD? activity only)
Lesson 5	To find out some fascinating facts about weight and find objects of equivalent weights.	Children will find out facts about record-breaking weights and use these to solve a variety of problems. They can also find objects that weigh the same amount as a given object, using measuring scales and recording results accurately.	<ul style="list-style-type: none"> • Can children find out facts about world records involving weight? • Can children use weighing scales appropriately? • Can children record weight appropriately using an appropriate unit of measurement? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B • Objects to weigh • Variety of weighing scales, including bathroom scales • Access to internet • Poster Template sheet (FSD? activity only)

Presenting Data : Maths : Year 4 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	<p>To interpret (discrete*) data using line graphs.</p> <p>*Only discrete data is shown in these lessons; however, it is not specifically referred to as such until lesson three.</p>	<p>Children will consider what kinds of data are better presented using line graphs, then read and interpret given sets of data presented using line graphs.</p>	<ul style="list-style-type: none"> Can children read data presented using line graphs? Can children ask and answer questions about data shown using line graphs? Can children decide whether bar charts or line graphs are more appropriate for showing given sets of data? 	<ul style="list-style-type: none"> Slides Worksheets 1A/1B/1C Challenge Cards 1A/1B
Lesson 2	<p>To present (discrete*) data using line graphs.</p> <p>* Only discrete data is shown in these lessons, however it is not specifically referred to as such until lesson three.</p>	<p>Children will learn how to plot data on line graphs (some may do this on line graphs with a variety of scales), then plot given sets of data on given line graphs.</p>	<ul style="list-style-type: none"> Can children accurately plot given sets of data on a line graph? Can children connect plotted points with straight lines? Can children identify mistakes when looking at tables of data and corresponding graphs? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B Challenge Cards 2 Blank maths frames Spreadsheet software and internet access (FSD? activity only)
Lesson 3	<p>To interpret and present continuous data using line graphs.</p>	<p>Children will begin to consider differences between discrete and continuous data, noticing differences between the way they can be presented using bar charts and line graphs. They will then either practise plotting continuous data using line graphs, or consider what can be learned from given line graphs of data.</p>	<ul style="list-style-type: none"> Can children begin to identify ways in which sets of discrete and continuous data differ? Can children plot given sets of data on a line graph? Can children interpret data on a line graph, generating simple statements and predictions? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Challenge Cards 3A/3B
Lesson 4	<p>To be able to present data in a bar graph and choose an appropriate scale for the vertical axis.</p>	<p>Children will learn how to choose and draw appropriate scales on bar charts depending on the data being presented. They will then practise making bar charts and presenting data using appropriate scales.</p>	<ul style="list-style-type: none"> Do children know that the vertical axis can have any scale? Can children choose an appropriate scale according to the data given? Can children present and analyse data in bar graphs? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B Challenge Cards A/B/C/D Squared paper Traffic Survey Data sheet (FSD? activity only) Access to computers (FSD? activity only)
Lesson 5	<p>To be able to draw bar graphs accurately, choosing an appropriate scale.</p>	<p>Children will answer a number of questions about given sets of data presented using bar charts as well as considering the effect of using different scales to present the same set of data. They will then create bar charts to show given sets of data at different scales.</p>	<ul style="list-style-type: none"> Can the children draw bar graphs accurately? Can they draw and interpret bar graphs? Can they decide on an appropriate scale for the vertical axis? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Squared paper Challenge Cards A/B/C (FSD? activity only)

Using Multiplication and Division: Maths : Year 4 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know and use the eleven and twelve times tables facts	Children will look at the facts for the eleven and twelve times tables, and learn strategies to help them solve number sentences involving these factors. They will apply these strategies in their independent work to solve multiplication wheels and missing number questions, or to play the Banana Bonanza Game.	<ul style="list-style-type: none"> • Can children recall the multiplication facts for the eleven and twelve times tables? • Can children spot patterns and explain their reasoning? • Can children solve number sentences by applying their knowledge of the eleven and twelve times tables? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Banana Bonanza Game Sheet (FSD? activity only) • Banana Bonanza Game Counters (FSD? activity only)
Lesson 2	To know how to multiply a one-digit by a two-digit number	Children will revise their multiplication knowledge by answering quick-fire questions. They will learn how to multiply a one-digit number by a two-digit number using the distributive law. Children will be introduced to the use of brackets to separate the different steps in the calculation, and then will then apply this knowledge in their independent work.	<ul style="list-style-type: none"> • Do children understand this method? • Can children use this method to solve multiplication number sentences? • Can children verbally explain the steps they have taken to solve a multiplication number sentence? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Banana Balance Cards (FSD? activity only)
Lesson 3	To know how to multiply three numbers together	Children will learn and use the correct terms for numbers in a multiplication sentence. They will use the commutative law to solve multiplication sentences with three factors, and revise using the distributive law when multiplying a one-digit number by a two-digit number. In their independent work, children use this knowledge to find missing products as well as missing factors.	<ul style="list-style-type: none"> • Can children multiply more than two numbers together? • Do children understand that the numbers can be multiplied in any order (commutative law)? • Can children use their multiplication knowledge to find missing numbers in a problem? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Digit Cards A/B/C (FSD? activity only) • Banana Bonus Sheet (FSD? activity only) • Calculators (FSD? activity only)
Lesson 4	To know and use the divisibility rules	Children will learn and use the correct terms for each number in a division sentence. As a class they will then look at the divisibility rules for divisors of two, three, four, five and ten, and apply these to different three-digit numbers. Children will explore these rules further in their independent work, and some will be challenged to use the divisibility rules for six, nine and twelve.	<ul style="list-style-type: none"> • Can children explain what 'divisibility' means? • Do children understand the divisibility rules? • Can children use the divisibility rules to find out if a number is divisible by a specific number? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B/4C • Divisibility Rules Sheet • Challenge Cards Set A/B/C (FSD? activity only)
Lesson 5	To use known multiplication facts to solve division number sentences with remainders	Children will be reminded of the link between multiplication and division facts. They will learn how to use their knowledge of multiples to identify remainders in a division sentence before calculating the quotient. Children then complete various activities which reinforce this strategy.	<ul style="list-style-type: none"> • Do children understand the link between multiplication and division facts? • Can they use their knowledge of multiplication facts to find answers to division number sentences? • Can children explain how they know what the remainder in a division number sentence will be before they have worked out the quotient? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C • Monkey Mayhem Game A/B (FSD? activity only) • Dice, markers and coloured counters (FSD? activity only)

Multiplication and Division Facts : Maths : Year 4 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To use the grid method to solve real-life multiplication problems	Children will recap on their knowledge of the grid method for multiplication, and apply it to real-life problems in the context of party planning and using money. Children are also challenged to spot mistakes in given grid methods, and use their understanding to correct them. In their independent activities, children will use this method to work out the costs of different party items, or in the alternative activity, find and correct errors in given calculations.	<ul style="list-style-type: none"> • Can children explain how to use the grid method for multiplication? • Can children use the grid method to solve multiplication sentences? • Can children identify and explain errors in grid method calculations? 	<ul style="list-style-type: none"> • Slides • Party Paradise Sheet 1A/1B/1C • Shopping List Sheet • Buying Blunders Sheet A/B (FSD? activity only) • Whiteboards
Lesson 2	To use the expanded method to solve real-life multiplication problems	In this lesson, children will be introduced to the expanded method for multiplication. They will first multiply two-digit numbers by a one-digit number, then move onto multiplying three-digit numbers by a one-digit number, discussing the extra steps that are needed. Children will be encouraged to compare the grid method and the expanded method. Children will use this method in their independent activities to work out the amounts of different ingredients needed for baking cakes.	<ul style="list-style-type: none"> • Do children understand the expanded method for multiplication? • Can children use the expanded method to solve multiplication problems? • Can children check their work, and identify and correct any mistakes? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Recipe Cards A/B/C • Baking Store Sheet A/B • What's in my Basket? Sheet A/B (FSD? activity only) • Whiteboards/paper
Lesson 3	To use the repeated subtraction method for division to solve real-life problems	Children will recap on their knowledge of the repeated subtraction method for division, and apply it to real-life problems in the context of party planning. They will be challenged to explain why a remainder will always be smaller than the divisor. Children will apply this method to their independent activities when calculating how much of each party food different numbers of children can have.	<ul style="list-style-type: none"> • Can children explain the repeated subtraction method? • Can children apply their knowledge of the repeated subtraction method to solve real-life problems? • Can children check their work, and identify and correct mistakes? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Blank Number Line Sheet • Party Plate Sheet A/B • Pic 'n' Mix Amount Cards (FSD? activity only) • Pic 'n' Mix Sweets Cards (FSD? activity only) • Pic 'n' Mix Recording Sheet (FSD? activity only)
Lesson 4	To use the chunking method for division to solve real-life problems	In this lesson, children will recap on the chunking method for division, and discuss when it is better to use this method instead of repeated subtraction. They will learn that it doesn't matter what size chunks they use- as long as their calculations are correct! Children will apply this method when playing the Snap Challenges or Remainder Round Up game.	<ul style="list-style-type: none"> • Can children explain how to solve division number sentences using the chunking method? • Do children understand the term 'remainder'? • Can children apply their knowledge of the chunking method to solve division number sentences? 	<ul style="list-style-type: none"> • Slides • Snap Cards Set A/B/C • Snap Challenges Sheet • Remainder Round Up Game (FSD? activity only) • Score Sheet (FSD? activity only) • Dice Templates A/B (FSD? activity only) • Counters (FSD? activity only) • White boards
Lesson 5	To choose and use appropriate multiplication and division methods to solve real-life problems	In this final lesson, children will discuss the methods they have used for multiplication and division so far, and explain how to solve word-based problems using them. Children will then apply all of their knowledge and understanding to solve multiplication and division problems based on different party trips.	<ul style="list-style-type: none"> • Can children choose the correct operation to solve a problem? • Can children choose and apply a suitable method for solving multiplication problems? • Can children choose and apply a suitable method for solving division problems? 	<ul style="list-style-type: none"> • Slides • Terrific Trips Price Card A/B/C • Terrific Trips Question Sheet A/B/C • Manic Match Up! Q & A Sheet A/B • Manic Match Up! Instructions • White boards

Telling the Time : Maths : Year 4 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to read and convert times on digital and analogue clocks.	Children will recap how to tell the time to the nearest minute on both analogue and digital clocks. It then challenges your class to match analogue clocks to 12-hour digital clocks, and convert times from one to the other. There is also the option of using their knowledge of time to create a visual timetable to show what time different activities are undertaken during the day.	<ul style="list-style-type: none"> • Can children read and write the time on analogue and digital 12-hour clocks? • Can children convert the time from an analogue clock to a digital clock? • Can children convert the time from a digital clock to an analogue clock? 	<ul style="list-style-type: none"> • Slides • Analogue Clock Cards 1A/1B • Digital Clock Cards 1A/1B • Blank Clock Cards 1A/1B • Challenge Card (FSD? activity only) • Visual Timetable Cards (FSD? activity only)
Lesson 2	To be able to read, write and convert time using 24-hour digital clocks.	Children will learn how to read and write the time using 24-hour digital clocks. They will think about how times shown on a 24-hour clock relate to activities during the day as well as converting times from analogue to 24-hour digital time.	<ul style="list-style-type: none"> • Do children understand the difference between 12-hour and 24-hour clocks? • Can children read the time on a 24-hour digital clock? • Can children write the time on a 24-hour digital clock? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Watch Cards • Activity Sheet 2A/2B • Memory Game Cards (FSD? activity only)
Lesson 3	To be able to convert measures of time.	Children will recap the relationship between units of time, such as years, weeks, months, days, hours and minutes before looking at how to convert years to months, hours to minutes, minutes to seconds, and vice versa. They can also order and compare times once they have converted them all to a single unit of measurement.	<ul style="list-style-type: none"> • Can children convert years to months? • Can children convert weeks to days? • Can children convert minutes to seconds and hours to minutes? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Challenge Cards 3A/3B (FSD? activity only)
Lesson 4	To solve problems involving converting hours to minutes and minutes to seconds, and vice versa.	Children will solve word problems involving converting hours to minutes, minutes to seconds, and vice versa.	<ul style="list-style-type: none"> • Can children solve problems converting hours to minutes and vice versa? • Can children solve problems converting minutes to seconds and vice versa? • Can children use appropriate methods to solve problems and check their answers? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B/4C • Challenge Cards (FSD? activity only)
Lesson 5	To solve problems involving converting years to months, weeks to days, and vice versa.	Children will solve a variety of problems relating to converting years to months, weeks to days, and vice versa. They will convert ages to months and order from youngest to oldest, or convert years to months to compare the gestation periods of a variety of animals.	<ul style="list-style-type: none"> • Can children convert years to months and vice versa? • Can children convert weeks to days and vice versa? • Can children solve problems involving the conversion of different measure of time? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C/5D • Fact Cards (FSD? activity only)

Fractions and Decimals : Maths : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To recognise and write decimal equivalents to fractions, including mixed number fractions.	Children will identify the place value of digits in decimal numbers, and compare them to their equivalent fractions. They will learn how to convert decimal numbers (up to two decimal places) to fractions and vice versa. Following this, children will practise converting between the two.	<ul style="list-style-type: none"> Can children say how many hundredths a number with two decimal places has? Can children convert decimal numbers less than one to fractions and vice versa? Can children convert decimal numbers greater than one to mixed numbers and vice versa? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Base 10 resources (for Lower ability Main Activity; optional) Invisible Battleships 1A-1F (FSD...? activity only) Invisible Battleships Instructions (FSD...? activity only)
Lesson 2	To compare and order whole numbers, decimal numbers and fractions.	Children will compare equivalent fractions firstly using a 'fraction wall', then by dividing the denominator by the numerator. Following this, children will practise comparing and ordering sets of fractions (including mixed number fractions) and decimal numbers to two decimal places	<ul style="list-style-type: none"> Can children identify equivalent fractions using a fraction wall? Can children use a fraction wall to compare and order sets of fractions? Can children compare and order sets of whole numbers, decimal numbers, and fractions? 	<ul style="list-style-type: none"> Slides Worksheets 2A/2B/2C Decimal Dominoes (FSD...? activity only)
Lesson 3	To find the difference between numbers with up to two decimal places.	Children will learn how to use a formal written method of subtraction to subtract decimal numbers up to two decimal places. They will also learn how to use an informal 'counting on' method to find the difference between two decimal numbers. Following this, children will practise these skills, solving calculations involving three-, four- and five-digit numbers.	<ul style="list-style-type: none"> Can children use a formal written method to subtract decimal numbers less than one? Can children use a mental method to find the difference between similar decimal numbers? Can children use a formal written method to subtract decimal numbers greater than one? 	<ul style="list-style-type: none"> Slides Worksheets 3A/3B/3C Difference Pyramid 3A-3F cards (FSD...? activity only)
Lesson 4	To add and subtract fractions with the same denominator.	Children will begin by adding equal fractions totalling one or less than one. They will progress to adding fractions totalling more than one, and subtracting a fraction from a mixed number e.g. $1\frac{1}{3} - \frac{2}{3}$. Following this they will practise adding and subtracting fractions, optionally using maths resources to help them.	<ul style="list-style-type: none"> Can children add and subtract fractions with the same denominator, where the answer is less than one? Can children add and subtract mixed number fractions? Can children multiply or divide a fraction to find a common denominator with another fraction? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Unifix® cubes, play dough, bead strings, counters etc. Challenge Card 4 (FSD...? activity only)
Lesson 5	To solve word problems and present information using fractions and decimals.	Children will practise counting up and down in decimal numbers and fractions. They will then interpret data, given using fractions or decimals, by asking questions and making statements. There is an optional activity where children may practise and consolidate the skills developed during previous lessons.	<ul style="list-style-type: none"> Can children solve one-step word problems involving addition or subtraction of fractions or decimal numbers? Can children interpret data by writing statements including fractions or decimal numbers? Can some children solve two-step fractions/decimals problems about given sets of data? 	<ul style="list-style-type: none"> Slides Worksheets 5A/5B/5C Unifix® cubes, play dough, bead strings, counters etc. (optional) Challenge Cards 5A-5F (FSD...? activity only)